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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? | I want students to understand that religion is an important part of a society. Students will come to understand that the patterns of religion can affect many aspects of societies –it affects people, lawmaking, lifestyles, community values, and even economics. This is one way I will assess students. Students will have the choice to select their final culminating activity –they have the choice of presenting their finding through a skit or advertisement about how their colony was influenced through the patterns of religion. Together as a class, we will develop a rubric for the culminating activity. Students will also be writing daily diaries (for various days of the unit) about what they have learned about their colony. Journal entries will be more like a free writing and will be informally assessed. |

H

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | I will begin the lesson with a Reader’s Theatre in which most students will participate in. This reader’s theatre entails a pilgrim’s personal journey to the New Land.Url: <http://www.scholastic.com/browse/article.jsp?id=3752753>As a group, we will discuss how religion can have an effect on colonies, its people. We will identify a few different colonies such as The Massachusetts Bay Colony, and the Plymouth colony. |

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. | First as a class, we will visit the computer lab. There we will visit a few websites I provide and it is here that I will conduct a mini-lesson on how to fill out a graphic organizer (I will provide students with a graphic organizer template). As a class, we will fill this out together. I will group students into different colonies, and we will attempt to list what we think are important in the information. After we fill this out, students will have time to do some research and find information that pertains to the graphic organizer. |

R

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. | When students fill out their own graphic organizers for their group, they should come to me for additional assistance. As students are doing research, I will walk around assisting student who may need help or further explanation. |

E

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| **E**valuate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals, | I will have end of the lesson discussions every day to close the class. It is here that I hope to review and identify where exactly the children stand in the activity. As a class we will develop our own rubric so students know exactly what is expected of them.  Students will also turn in their journal every day and it is here where I will also do some informal assessment. |

T

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| **T**ailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. | Groups have the choice to choose between two types of final activities (skit or Advertisement). Their final project piece is also differentiated –students understand that their final piece can come in different forms, as long as it follows the rubric. They are free to express what they have learned through their preferred choice of expression. |

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| **O**rganize and sequence the learning for maximal engagement and effectiveness, given the desired results. | The graphic organizers and students checklists will help keep focused and stay on task. I will also provide students with research materials to also help them stay on task. |